

CHICORA ELEMENTARY

1912 Success Street
North Charleston, SC 29405

GRADES PK-6 Elementary School

ENROLLMENT 314 Students

PRINCIPAL Mary Reynolds 843-746-2210

SUPERINTENDENT Dr. Maria L. Goodloe 843-937-6319

BOARD CHAIR Ms. Nancy Cook 843-760-2635

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	7	39	38	2

IMPROVEMENT RATING:

GOOD

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

ADEQUATE YEARLY PROGRESS:

NO

This school met 15 out of 16 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Below Average	Below Average	N/A
2002	Below Average	Good	N/A
2003	Average	Average	No
2004	Average	Good	No

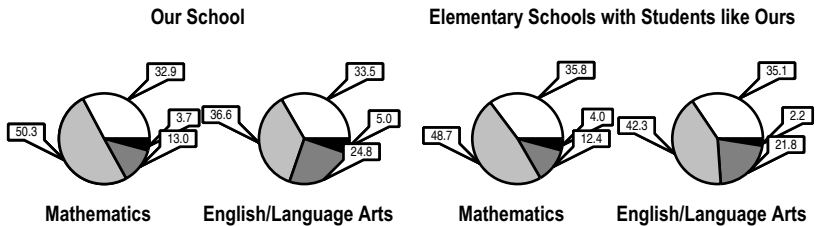
DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

77.3%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	189	99.5	33.1	36.9	25.0	5.0	37.5	Yes	Yes
Gender									
Male	103	99.0	40.7	32.6	23.3	3.5	32.6		
Female	86	100.0	24.3	41.9	27.0	6.8	43.2		
Racial/Ethnic Group									
White	7	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African-American	178	99.4	33.8	37.1	24.5	4.6	37.1	Yes	Yes
Asian/Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	135	100.0	36.0	33.3	25.2	5.4	36.0		
Disabled	54	98.2	26.5	44.9	24.5	4.1	40.8	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	189	99.5	33.1	36.9	25.0	5.0	37.5		
English Proficiency									
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	186	99.5	33.3	36.5	25.2	5.0	37.7		
Socio-Economic Status									
Subsidized meals	184	99.5	33.3	37.2	24.4	5.1	37.2	Yes	Yes
Full-pay meals	5	I/S	I/S	I/S	I/S	I/S	I/S		

Mathematics - State Performance Objective = 15.5%									
All Students	189	100.0	32.9	50.3	13.0	3.7	29.2	Yes	Yes
Gender									
Male	103	100.0	35.6	50.6	12.6	1.1	23.0		
Female	86	100.0	29.7	50.0	13.5	6.8	36.5		
Racial/Ethnic Group									
White	7	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African-American	178	100.0	33.6	50.7	11.8	3.9	27.0	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	135	100.0	30.6	45.9	18.0	5.4	36.9		
Disabled	54	100.0	38.0	60.0	2.0	0.0	12.0	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	189	100.0	32.9	50.3	13.0	3.7	29.2		
English Proficiency									
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	186	100.0	33.1	50.0	13.1	3.8	28.8		
Socio-Economic Status									
Subsidized meals	184	100.0	33.8	49.7	13.4	3.2	29.3	Yes	Yes
Full-pay meals	5	I/S	I/S	I/S	I/S	I/S	I/S		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	44	100.0	43.2	40.5	16.2	N/A	16.2
	Grade 4	57	100.0	25.6	60.5	14.0	N/A	14.0
	Grade 5	63	98.4	50.0	47.9	2.1	N/A	2.1
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	38	100.0	17.6	35.3	32.4	14.7	47.1
	Grade 4	37	97.3	21.4	46.4	28.6	3.6	32.1
	Grade 5	48	100.0	33.3	55.6	11.1	N/A	11.1
	Grade 6	66	100.0	50.0	42.9	7.1	N/A	7.1
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	44	100.0	40.5	40.5	16.2	2.7	18.9
	Grade 4	57	100.0	20.9	62.8	14.0	2.3	16.3
	Grade 5	63	98.4	31.3	62.5	6.3	N/A	6.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	38	100.0	26.5	47.1	17.6	8.8	26.5
	Grade 4	37	100.0	24.1	44.8	20.7	10.3	31.0
	Grade 5	48	100.0	33.3	55.6	11.1	N/A	11.1
	Grade 6	66	100.0	42.9	51.8	5.4	N/A	5.4
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 314)				
First graders who attended full-day kindergarten	95.5%	N/C	100.0%	100.0%
Retention rate	1.4%	Up from 0.3%	3.6%	2.7%
Attendance rate	96.5%	Up from 93.7%	96.2%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	20.7%		6.6%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	21.7%		5.8%	3.5%
Eligible for gifted and talented	3.2%	Up from 1.2%	5.0%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	14.1%	Down from 16.2%	8.0%	8.2%
Older than usual for grade	0.6%	Down from 20.1%	2.3%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%

Teachers (n= 37)				
Teachers with advanced degrees	37.8%	Down from 50.0%	48.4%	51.4%
Continuing contract teachers	67.6%	Down from 68.8%	77.8%	87.5%
Highly qualified teachers**	87.5%	N/A	92.3%	95.0%
Teachers with emergency or provisional certificates	12.9%		3.7%	0.0%
Teachers returning from previous year	84.9%	Up from 83.1%	81.8%	86.7%
Teacher attendance rate	96.7%	Up from 95.7%	94.7%	94.9%
Average teacher salary	\$39,648	Down 2.6%	\$38,984	\$40,760
Prof. development days/teacher	11.7 days	Down from 21.3 days	13.6 days	12.4 days

School				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	11.6 to 1	Down from 12.7 to 1	16.6 to 1	18.9 to 1
Prime instructional time	91.2%	Up from 87.8%	88.8%	90.0%
Dollars spent per pupil*	\$8,734	Up 31.6%	\$7,060	\$6,044
Percent of expenditures for teacher salaries*	65.0%	Up from 63.3%	64.7%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	No	No change	Yes	Yes
Character development program	Excellent	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	88.1%	92.0%
Highly qualified teachers in high poverty schools**	87.8%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Chicora Elementary continues to make improvements in all areas keeping "Excellence is our Standard" as our theme and focus.

We have had a busy and productive year and are excited to be making academic gains as evidenced by our report card ratings. We are also proud to be the recipient of a Reading First Grant this year, one of six awarded in Charleston County. The grant will support staff development; provide funding for a reading intervention teacher and a literacy coach for the next five years. Many books and materials will be added to the school through the money provided by the RF Grant. We just completed the second year of the America's Choice turn-around model which includes programs such as a twenty-five book campaign, book-of-the-month and a school-wide reading celebration. An updated state of the arts computer lab with a certified teacher intact has been an asset for the school and community. An energetic, highly qualified and enthusiastic faculty and staff is key to the success that is visibly transforming Chicora Elementary School. A highly effective parenting team continues to develop good home/school relationships. Effective parenting programs occurred throughout the year with the emphasis on "PPP", Parents Participating for Progress. We are participants in the Cornerstone Grant and added the 21st Century After School Grant this year which provided much needed enrichment services for our students.

The 5th grade teachers are excited that their students continue to progress with the Read 180 program, a unique reading program that integrates technology and ELA. Schools from around the county and state visited our school this year to observe the students and teachers as they engaged in this student-friendly reading program.

Pertinent weekly staff development that addresses the specific needs of Chicora Elementary continues to be an important part of our school improvement plan. We evaluate strengths and weaknesses based on available data and plan accordingly.

The principal continues to have an open door policy to help ensure a school climate that is friendly and inviting. And Chicora has a talented, dedicated faculty and staff that works hard each day to provide meaningful experiences and pertinent lessons for our students. The students' potential is great and we must strive daily to unlock that potential and help each of our children become successful. We recognize that "high expectations result in exemplary performance" and that is what we demand for and from the students that attend Chicora Elementary.

Mary Reynolds, Principal

Sandra Harper, School Improvement Council, Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	38	36	21
Percent satisfied with learning environment	86.8%	85.7%	85.7%
Percent satisfied with social and physical environment	81.6%	77.8%	76.2%
Percent satisfied with home-school relations	59.5%	88.9%	81.0%

*Only students at the highest elementary school grade level at this school and their parents were included.